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ABSTRACT

The curriculum guide outlines a course in anthropology for grades 9-12. Having completed the course, the student will be able to (1) describe in general terms the social science of anthropology; (2) demonstrate the concept of culture through definition and examples; (3) identify some important goals of anthropology; (4) describe the various fields of anthropology: physical anthropology, archaeology, linguistics, and ethnography; (5) trace the theories concerning the origin and development of man as a physical and biological organism; (6) explain the concept of race from an anthropological perspective; (7) describe selected problems dealt with by archaeologists, ethnographers, and linguistics specialists; (8) outline the steps in ethnographic research; (9) cite examples of the uses of anthropology; and (10) evaluate the importance of anthropology in helping to solve problems in the modern world. Suggested teaching strategies include readings, films, classroom discussions, small group activities such as skits and classroom presentations based on research, outside speakers, and field work. Learning activities are suggested for each objective. Included in the appendix are a crossword puzzle and a listing of teacher and student print non-print resource materials. (Author/RM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM



Social Studies

INTRODUCTION TO ANTHROPOLOGY
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0448.54

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

INTRODUCTION TO ANTHROPOLOGY

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by

MARGARET E. LA ROE

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1973

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g. pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to, Social Studies, Room 306 Lindsey Hopkins.

James A. Fleming
Social Studies Consultant

COURSE GOALS

1. THE STUDENT WILL IDENTIFY THE BASIC CONCEPTS OF MODERN ANTHROPOLOGY.

2. THE STUDENT WILL DESCRIBE THE VARIOUS FIELDS OF ANTHROPOLOGY.

3. THE STUDENT WILL DESCRIBE SELECTED PROBLEMS DEALT WITH BY PHYSICAL ANTHROPOLOGISTS.

4. THE STUDENT WILL DESCRIBE SELECTED PROBLEMS DEALT WITH BY CULTURAL ANTHROPOLOGISTS.

5. THE STUDENT WILL GENERALIZE ABOUT THE APPLICATION OF ANTHROPOLOGY TO SOLVING PROBLEMS IN THE MODERN WORLD.

COURSE DESCRIPTION:	A STUDY TO INCLUDE THE ANTHROPOLOGICAL EXAMINATION OF THE ORIGIN AND EVOLUTION OF MAN, HIS PHYSICAL FORM AND HIS CULTURE; THE PROCESSES BY WHICH CULTURES DEVELOP, AND THE STRUCTURE AND FUNCTION OF CULTURES.
CLUSTER:	BEHAVIORAL STUDIES
GRADE LEVEL:	9-12
COURSE STATUS:	Elective
INDICATORS OF SUCCESS:	None
COURSE RATIONALE:	"The person who has been exposed to the anthropological perspective is more likely to live and let live both within his own society and in his dealings with members of other societies; and he will probably be more flexible in regard to needful changes in social organization to meet changed technology and changed economy." (Clyde Kluckhohn, Mirror for Man)

COURSE CONTENT OUTLINE

I. Anthropological Concept:

- A. Study of Anthropology
- B. Definition
- C. Anthropologists
- D. Materials
- E. Culture
 1. Definition
 2. Elements
 3. Cultural Diffusion
 4. Cultural Relativity
 5. And Environment
- F. Goals of Anthropology

II. Anthropological Fields

- A. Physical Anthropology
- B. Archaeology
- C. Linguistics
- D. Ethnography

III. The Physical Anthropologist

- A. Origin of Man
- B. Biology
- C. Race

IV. The Cultural Anthroplogist

- A. Archaeologists
- B. Archaeological Techniques
- C. Ethnographic Research
- D. Linguistic Specialists

V. Utility of Anthropology in the Modern World

GOAL 1: THE STUDENT WILL IDENTIFY THE BASIC CONCEPTS OF MODERN ANTHROPOLOGY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHAT IS ANTHROPOLOGY?	A. The student will describe in general terms, the social science of anthropology.	1. Introduce the study of anthropology with selections from Clyde Kluckhohn's Mirror for Man, Chapters 1 and 2. This book is a valuable teacher resource throughout this course, and if student reading abilities are adequate, an excellent student resource. The teacher might prepare a lecture/discussion on material in these chapters; or If multiple copies are available, small groups might be asked to report on sections of the chapters; or Take quotations from these chapters (a list of quotes from Chapter 1 may be found in the Appendix of this course) and place them on transparencies for class discussion. Have students explain the meaning of each quotation used and then discuss its relationship to anthropology. From the quotes a list of hypotheses about the nature of anthropology can be developed; or Divide the class into small groups and hand each group one or more quotations on a slip of paper. Each group may be asked to report back to the class on the meaning of the quote and what it reveals about anthropology.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

2. Assign introductory pages in an appropriate textbook. (References in this course will be made to the pages of the hard cover edition of the text, Anthropology for Our Times.) Other textbooks are possibly equal to or superior to the book referred to here. See the Materials Section for titles.

3. After introductory lesson, have each student write a definition of anthropology. This could be used to evaluate students on the objective, and also as the basis for a discussion. Have several students read their definitions; write their ideas on the chalkboard allowing the class to criticize and modify until an acceptable defintion is formed. Have students record this definition in their notes.

4. Have students begin a vocabulary list. Some of these terms may recur later in specialized sections:

anthropology	technology	ethnography
artifacts	inheritance	archaeology
culture	environment	ethnology
Homo sapiens	evolution	ethnocentrism
linguistics	biological needs	cultural needs
physical anthropology		cultural diffusion

5. Make up a booklist using the school library and titles from the Materials Section of the quin. Each student may be asked to read and report on at least one book.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Have students prepare a short biography of a noted present or past anthropologist. (e.g., Franz Boas, Bronislaw Malinowski, A.R. Radcliffe-Brown, Margaret Mead, Ralph Linton, Edward B. Tylor, Lewis Henry Morgan) 7. Introduce students to periodical literature associated with anthropology. If enough magazines are available on a suitable reading level, each student might be required to read a certain number of articles during the quinmester unit and turn in summaries on specified dates. If necessary, demonstrate the use of the Reader's Guide to Periodicals; many articles are found in general magazines. Some appropriate titles: Natural History American Anthropologist National Geographic
WHAT IS CULTURE?	B. The student will demonstrate the concept of culture through definition and examples.	1. Use photographs as springboards for discussion of major anthropological concepts related to culture. The book, Family of Man, can be used to stimulate discussion of human similarities and differences, elements of culture, the concept of culture itself, and the central problems related to culture that make up the task of anthropologists. Discarded magazines can be used in many ways to encourage student thinking about culture. For example, pictures showing man in activities related to social, economic, religious and

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

political activities can be arranged on a bulletin board in a collage and used for discussion.

2. Have each student write a definition of culture without any notes. Then have small groups compare their definitions and try to write one definition acceptable to all members. List the group definitions on the chalkboard and discuss. Students may wish to alter these definitions (hypotheses) as new concepts are introduced in later activities.

 Explain to students that the concept of culture is the central idea and possibly the major contribution of anthropology.

 During the discussion of culture students whould also develop a list of elements of culture: clothing, food, shelter, tools, language, explanation for natural and supernatural phenomena, arts, etc.

3. Plan an inquiry discussion to develop concepts related to anthropology. Some examples of questions are listed here:

 a. Why would the Japanese die willingly in a Banzai charge while an American would think it ridiculous? (concept of cultural relativity)
 b. Is one religion the "best" religion? If so, why? Is it the oldest? The largest? Do most people in the world subscribe to it? (cultural relativity)
 c. How does geography affect culture? How is it that two societies living under similar geographic conditions can be so different culturally? (culture and environment)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. What are some recent foreign cultural influences in the United States? (cultural diffusion) e. Why do we so often call people who behave or dress differently, 'weird'? (ethnocentrism) f. Where did man originate? How? (evolution) g. Why is it that people will sit down to dinner and eat happily of a delicious meal; but when informed afterward that they were eating the flesh of freshly killed rattlesnakes many will become ill? h. Is there anything that <u>all</u> human societies have in common? (universals) (Some examples are language, some means of aesthetic expression, some explanation of death, rules governing sexual instinct.) Students may suggest some examples which later they may discard. i. Is our way of life superior? 4. Develop the concept of cultural diffusion by having selected students report on examples of the effects of one culture on another: The effect of President Nixon's trip to China on American culture. The effect of American presence on the culture of Vietnam.
ANTROPOLOGICAL GOALS	C. The student will identify some important goals of anthropology.	1. Ask the question, What are anthropologists trying to accomplish? What are their goals? Why are they so worried about culture? In class discussion or small groups students should be able to list several problems or questions that anthropologists, through their study of culture, investigate.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Some examples from Mirror for Man, Chapter 1: a. How can people of different appearance, language and ways of life get along together? b. What common ground exists between men of all tribes and nations? What differences? c. What has been the course of human evolution, both biological and cultural? d. How plastic is man? How much can he be molded by education or by necessity to new situations? 2. Introduce the students to some of the generalizations (or hypotheses) of anthropology. There is a useful list of thirteen such generalizations in Chapter 5, "Fundamental Insights from Anthropological Research," in The Study of Anthropology by Pertil J. Pelto. A few of the generalizations are quoted here; if the book is available, the discussions which accompany them in the book are useful for examples and explanations. These make useful discussion springboards, essay themes, or group work activities: a. "Every human cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge available to the given community."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. "Study of practically any behaviors and beliefs among primitive peoples, no matter how unusual, is of direct relevance to understanding our own complex culture, for it appears that humans everywhere shape their beliefs and behavior in response to the same fundamental human problems." c. "There is no undisputed evidence of significant differences in ability or intelligence among major racial groupings of the world." d. "Practically all the significant differences in behavior among human populations (including expression of attitudes, 'intelligence' and other psychological characteristics) are understandable as learned cultural patterns rather than biologically inherited characteristics." The teacher may prefer to introduce these and other generalizations as they are appropriate during the course. Students will not be prepared to make value judgments on them at this time.

GOAL 2: THE STUDENT WILL DESCRIBE THE VARIOUS FIELDS OF ANTHROPOLOGY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHAT DO DIFFERENT KINDS OF ANTHRO-POLOGISTS DO?	The student will describe the various fields of anthropology: physical anthropology, archaeology, linguistics, ethnography.	1. Have students review definitions of terms: archaeology, ethnography, linguistics, physical anthropology. 2. Have students use their textbooks or outside sources to fill in a chart as follows:

Field	Concerns	Purpose	Related Sciences
Physical Anthropology			
Linguistics			
Archaeology			
Ethnography			

Resources: Anthropology for Our Times, pp. 5-13.
The Study of Anthropology (Pelto) Ch. 1.

3. List several specialized disciplines which relate to anthropology on the board. Have the student indicate in writing and/or discussion how each of these is utilized in anthropological investigations.

Examples: biology, psychology, statistics, economics, art, history, sociology, chemistry.

Ask: Why is it said that an anthropologist in the field has to be a "jack-of-all-trades"?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

4. Divide the class into four groups, giving each group one of the four major areas of anthropology listed in the chart on the previous page. Have the students assume that they are going to study their own school's culture (or their classroom) as specialists in their given field. They might pretend they are anthropologists from China Each group should outline its prospective study, listing the materials needed, steps in their procedure, and kinds of knowledge that could result from their investigations.

5. Have the student match the following generalizations with the anthropological field that contributed to it:

 a. In the scale of biological time, man is a relatively new species.
 b. The culture under which you live has a powerful influence on you throughout life.
 c. Anthropologists distinguish three main stocks of human biological variation.
 d. Language is an essential human tool for the invention and transmission of culture.
 e. A society can borrow ideas from another culture.
 f. Paleolithic men invented and developed languages; learned to control fire; and domesticated the dog.
 g. Modern societies are deeply indebted to the contributions of other civilizations, many of them long since disappeared from the earth, with only their physical remains left.

 (In discussion students should discover that the four fields are overlapping and that several of the generalizations fit into more than one field.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. For discussion: Anthropology is the study of "man." Is it possible for anthropologists to become narrowly specialized in one field of study and still keep their broad approach to understanding Homo sapiens?" Is it practical for students in anthropology to study the wide ranges of knowledge needed in a field that has "man" for a topic?

GOAL 3: THE STUDENT WILL DESCRIBE SELECTED PROBLEMS DEALTH WITH BY PHYSICAL ANTHROPOLOGISTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW DID MAN ORIGINATE?	A. The student will trace theories concerning the origin and development of man as a physical and biological organism.	1. Write this quote on the board and encourage free discussion of what it means and whether it is accurate: "There are one hundred and ninety-three species of monkeys and apes. One hundred and ninety-two of them are covered with hair. The exception is a naked ape self-named, Homo sapiens." (From Desmond Morris' introduction to The Naked Ape.) In discussion bring out a definition of the species name (man, the wise), and lead into a discussion of the concept of anthropocentrism (the human habit of regarding himself as of central importance in the universe). The idea of man as a fixed species created by God (which implies the impossibility of his having changed) may be discussed. Many questions should arise in such a discussion-but should not necessarily be fully debated or answered at this time. A list of questions might be recorded in student notes for later reference. 2. Assign reading on the origin of man. Anthropology for Our Times, Ch. 2. Mirror for Man, Ch. 4 (advanced) 3. Organize a class presentation on the history of man. There are many commercial sets of transparencies that demonstrate man's evolutionary development and his relationship to the animal kingdom.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

Some concepts to introduce: homology
vestigial structures
evolution
ontogeny recapitulates phylogeny

See: Prehistoric Man
12 color transparencies with duplicating masters and teacher guide.

4. Show one or more of the films related to early man. These are available from the Dade County media center:

 Prehistoric Times 1-01992
 Story of Prehistoric Man 1-02181

5. Have a group of students prepare a time-line showing man's fossil record. It might include a generalized picture of primate evolution. For each example they should include the name, estimated age, location of fossils, and a brief description.

6. The teacher might ask a pair of able students to locate information about the "Piltdown"man. This fossil man was really a hoax that created quite a furor among scientists.

7. Where man originated is fascinating to students. News articles of Louis Leakey's recent findings in Africa (or other workers and other places) might be reproduced, read and discussed in class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		8. Chapter 1 of The Naked Ape by Morris, "Origins" is delightful. Too long to be read aloud in its entirety, the teacher may wish to read the first section which demonstrates the scientific method of classifying the species man. Or it could be duplicated for students. Advanced students might read the entire chapter and summarize it for extra credit. 9. Interested students could prepare reports on the contributions to anthropology of some important biological scientists. (Charles Darwin, Gregor Mendel) 10. Have a group of students make a bulletin board to demonstrate man's classification in the animal kingdom. The biology teacher may have a commercially made poster that you could borrow. 11. Invite a science teacher to speak to the class on the topic of classifying man. The use of many outside resource people would be one clear demonstration of the breadth of the field of anthropology.
WHAT IS RACE?	B. The student will explain the concept of race from an anthropological perspective.	1. Have each student write a definition of "race." Discuss the definitions and clarify what is and what is not race. Ask students how many races they think there are. Explain that anthropologists vary in their estimates from one to several hundred, so there can be no absolute correct response. But, a majority of scientists today agree on from three to five races, and only three of those are in significantly large numbers. Have students list those races in their notes.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

2. Have students read a textual account of man's biological inheritance.

 Terms to learn:

genes	chromosomes
natural selection	inherited trait
race	mutation

 Resource: Anthropology in Today's World, Ch. 3

3. The biology teacher might be invited to give a lecture to the group on human genetics;

 or

 The biology teacher might recommend a film or filmstrip that introduces genetics on an elementary level.

4. Be sure all students can define race. Then have them make a chart of racial characteristics. If a chart is already available in a textbook, then use it as the basis for discussion of human variability.

TRAIT	CAUCASOID	NEGROID	MONGOLOID
skin color			
face			
head hair			
eyes			
other			

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. The pamphlet, The Races of Mankind, by Hugh Benedict and Gene Weltfish could be read and discussed by the entire class. It handles racial differences in a matter-of-fact manner. (Public Affairs Pamphlet) 6. There are many new and exciting films dealing with problems related to race. The teacher can pursue this topic as deeply as he wishes, using audio visual resources and various activities from other quinmester courses. Activities related to prejudice can be found in the quinmester courses, "Prejudice in America," "Human Relations," "Race Relations in Today's World," and "Tradition and Change in Non-Western Cultures." 7. Interested students might investigate and submit reports on some of the problems dealt with by physical anthropologists in regard to race. Examples: Melanin Sickle Cell Anemia Race and intelligence 8. The teacher could lead a class discussion on several mistaken ideas about race, both today and in the past; or He could write up brief descriptions based on the mistaken ideas and allow students in small groups to discuss them. Examples: Superior Aryan Race Jewish Race

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

The teacher should read Chapter 5, "Race: A Modern Myth" in Mirror for Man (Kluckhohn) for other suggested topics and in preparation.

9. For evaluation, the teacher might give students a real or imaginary quotation that depicts a non-scientific view of race and have students write an essay in which they:

 a. Explain why such a statement might have been made.
 b. Explain how knowledge of anthropology could assist an individual in evaluating the statement.
 c. Evaluate the statement as though they were anthropologists.

 A sample quotation by a United States Senator in 1942:

 > "I do not believe that there stands upon the free soil of the United States of America one single solitary Jap, one single solitary person with Japanese blood in his veins, but there stands a man who will stab you in the back. Show me a Jap, and I will show you a person full of treachery and deception."

GOAL 4: THE STUDENT WILL DESCRIBE SELECTED PROBLEMS DEALT WITH BY CULTURAL ANTHROPOLOGISTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHAT DO ARCHAEOLOGISTS DO?	A. The student will describe selected problems dealt with by archaeologists.	1. Assign readings and discuss. Terms to know: artifact, hieroglyphics, excavation, site, prehistoric, ancient, Paleolithic, Mesolithic, Neolithic, dig Resources: Anthropology for our Times, Ch. 6 Mirror for Man, Ch. 3 2. Refer to the Senior high Quinmester course, Introduction to Archaeology for numerous resources and activities. 3. Show films from the Dade County media center: Archaeologists at Work 13' C 1-11036 Museum Man 19' C 1-11049 The Calendar: The Story of its Development 11' C 1-01709 4. Have students make charts and time lines showing the history of important inventions in human history. 5. Invite students to bring in examples of artifacts they might have at home. Often one or more students will have some arrowheads or Civil War bullets, etc., and can share their knowledge about them.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. As an example of the problem of verifying data in archaeological research, have students read the lesson, "How the Historian Uses Hypotheses," in either of these texts: A New History of the United States The Shaping of Western Society Both of these books are part of the Holt, Rinehart and Winston Social Studies Curriculum for high school. Use the lesson as outlined in the teacher's guide. In the lesson students examine evidence for and against the validity of an artifact found in Minnesota. The lesson is designed in an inquiry approach. 7. Assign individual reports on some techniques of archaeology: carbon dating excavating a site preserving artifacts underwater archaeology surveying archaeological sites palynology (pollen analysis) dendrochronology (tree ring analysis) 8. Show the film, Carbon 14, 1-01926.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		9. Divide the class into several groups and have each one locate information about an important archaeological discovery. The groups should prepare presentations in the form of skits, reports, or some other oral presentation, to: a. Explain what the discovery was (what) b. Tell about the discoverer (who) c. Explain how it was discovered (how) d. Tell when it was discovered (when) e. Explain the significance of the find (why). 10. Give each student a foreign postage stamp - or even an American stamp or coin. Have them pretend they are archaeologists from another planet. They should write essays to explain what they can about the culture where the "artifact" originated based solely on the artifact. This activity can also be done in small groups, each group being given an "artifact" to examine and report on.
WHAT DO ETHNOGRAPHERS DO?	B. The student will outline the steps in ethnographic research.	1. Have students outline how an anthropologist studying an existing primitive culture might go about a research project. To include objectives, methods of research and fieldwork, and what he would do after the fieldwork. Then have students compare their outlines with the one on the following page; they can recognize weaknesses in their outlines and may decide to add something to the model.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

OUTLINE

I. Determining a Problem

A. State the objective for the project
B. Select a culture to study

1. Solve communication problems (language or interpreters)
2. Resolve political problems

a. Safety factors
b. Permission from government
c. Local arrangements

3. Be sure area is accessible
4. Check climatic conditions
5. Solve problems of food and shelter

II. Preliminary Research

A. Review literature available
B. Consult experts

III. Fieldwork

A. Record visual observations
B. Hold scheduled interviews
C. Observe through participation

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		D. Consult informants E. Review available written records IV. Generalizing A. Classify data B. Compare the culture with other cultures C. Generalize about the culture D. Write up the project for publication, adding knowledge and interpretation to cultural theory 2. Have students read accounts of cultural research and record the process the scientist went through in his study.
ETHNOGRAPHIC PROBLEMS	C. The student will describe selected problems dealt with by ethnographers.	1. Divide the class into small groups to study and learn about a well known culture. Give each group one of the 4 subsystems below and have them report to the class.

GROUP	KEY CONCEPTS TO INVESTIGATE
a. Economic subsystems	Level of technology, shelter, transportation, attitude toward property, distribution of goods and services
b. Social subsystems	Family structure, types of marriages, rules of behavior (norms), status structure, classes
c. Political subsystems	Type of political organization, laws and law enforcement, power, leadership, warfare
d. Ideological sybsystems	Methods of dealing with the supernatural, rituals, practitioners, explanations for natural phenomena (death, et

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

The teacher may wish to develop a list of materials and collect them for classroom use. The culture of the Alaskan Eskimo is well studied and many materials are available. The quinmester course guide, Primitive Societies, lists books, magazine articles and films on the Eskimo culture and others.

2. Assign textual readings as appropriate. Some of the many possible vocabulary words that could be utilized are listed here.

economics	technology	subsistence	nuclear family
taboo (or tabu)	kinship	supernatural	socialization
matrilineal	patrilineal	matriarchal	patriarchal
monogamy	polygamy	polygyny	polyandry
lineage	status	role norms	tribe
animism	shaman	monotheism	polytheism
clan	band	mana	

3. Show any of the films on cultures of the world listed in the Dade County film catalog as a basis for a general discussion. The films listed here are especially geared to anthropology:

Major Religions of the World 1-13416
Man and His Culture 1-11037
Primitive Man in Our World 1-12914
Life of a Primitive People 1-12104

4. Examine selected cultures as a class of "anthropologists," using audio visual aids and research.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Use the Eyegate House series of super 8 mm film loops, "Geography of Africa" to investigate tribal culture and the effects of modern life in Africa. This series is useful for individualized instruction - it includes study guides. b. Show and discuss the filmstrip, Stoneage People of Today, Time-Life. c. Utilize models (see Dade County Public Schools Instructional Materials Catalogue) of culture, local resource people and even possible field trips to examine the culture of the Seminole Indian of South Florida. 5. Reproduce especially interesting articles from Natural History magazine or other periodicals to read and discuss as a class. 6. Discuss the difficulties of studying modern societies - the complex number of interrelated factors, the increased mobility of members, etc. Discuss the generally accepted hypothesis that the primitive society is the closest to laboratory conditions the student of man can possibly get. Students should be able to suggest both strengths and weaknesses of such a philosophy. 7. Have groups of students try to examine a modern group; for example, the Cuban subculture within Dade County, Florida (or any ethnic or identifiable cultural group within a larger population). Students will find themselves embroiled in paradoxes and complexities, as well as their own inability to be detached in their observations.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		They should be able to identify elements of the subculture that have been rejected in favor of customs of the new culture, and elements that have been preserved. (For information and resources on Cuban or other groups within Dade County, see the quinmester course, People of Dade County.) 8. Hold an Anthropology Fair in which students create projects to display for the school or community. The projects could be individual reports, posters, models, photographic essays, displays, etc. Some suggested ideas are given: - Preparation and display of foods from faraway cultures. - An anthropological examination of body decoration in _____ High School. - A report and tape recording of the music of selected primitive cultures. - A model of a modern Israeli Kibbutz showing the social and economic organization of society. - A photographic essay on the culture of the Miccosukee Indian society. - A comparison of slected ideological systems in my community, based on actual visits to places of worship and interviews with practitioners. - A report with models comparing types of shelter in several primitive cultures. Such reports are especially appropriate for less able students.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHAT DO LINGUISTS DO?	D. The student will describe selected problems dealt with by linguistics specialists.	1. Assign readings on linguistic , one field of cultural anthropology. Anthropology for Our Times, Ch. 15 Mirror for Man, Ch. 6, "The Gift of Tongues" Terms to know: language — Indo-European speech — Romance phonemes — Germanic morphemes — philology dialect — syntax 2. Have a group of students make a chart of the major families of languages in the world. 3. Have an English teacher discuss linguistics with the class, or have selected students consult with English teachers and report back to the class about the development of languages. 4. Assign groups or individual students in the class to look up the derivation of a different word. Some examples from different cultures are given. taboo, judo, cocoa, canoe, tea, shampoo, bazaar, assassin Discuss: Does the American language tell us something about the culture?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Interested students might make a poster comparing alphabets. For example, the symbolic terms for man might be compared in pictographs, early Egyptian hieroglyphics, Chinese characters, etc. 6. Have a student report on "Esperanto," an attempt at devising an international language, or some other similar effort. After the report, discuss with the class the advantages of having such a language, and the difficulties of accomplishing it. 7. A student who is interested in animals might read Chapter 8, "The Language of Animals" in King Solomon's Ring, by Konrad Lorenz. It is an interesting and informal discussion of man's efforts to communicate with animals and the uniqueness of man's complex ability to communicate. 8. Show appropriate films from the Dade County film department. History of Writing 1-31329 Writing Through the Ages 1-04024 Pictographs 1-01146 As a review of the vocabulary of this whole section, use the crossword puzzle in the appendix. This may also be used as a review for the course at a later time.

GOAL 5: THE STUDENT WILL GENERALIZE ABOUT THE APPLICATION OF ANTHROPOLOGY TO SOLVING PROBLEMS IN THE MODERN WORLD.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW IS ANTHROPOLOGY USEFUL?	A. The student will cite examples of the uses of anthropology.	1. An open ended discussion about the practical uses of anthropology in the modern world should lead to several hypotheses. Students should be able to suggest several ways anthropology is useful from previous readings and activities. 2. The whole book, Mirror for Man, is a statement of rationale for the study of anthropology, but one chapter, Chapter 7, "Anthropologists" is outstanding for its many examples of past and present uses for anthropology. If the reading level is too high for students, it is at least "must" reading for the teacher. 3. A class set of the pamphlet, Anthropology in Today's World, can suffice for the major part of the activities under this goal. This AEP pamphlet contains highly readable case studies of cultural anthropology with excellent discussion questions. 4. Write this quote on the board and discuss what it means: "All cultures have moral rules with functional reasons for existence." Then divide the class into groups of 2 or 3 and give each group an example of a moral rule in a distant society. Their assignment is to return to class the next day and be prepared to explain the functional reason for the existence of this moral rule. For example: "Why are cows sacred in India?" This is a moral rule, but has functional purpose. If cows were eaten in India, they would be gone quickly - but preserved, they provide fertilizer, work animals, etc. for society.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		When the reports are completed, discuss the role of the anthropologist in analyzing these and other cultural attitudes: Why is it useful to understand these things when dealing in international relations? How does cultural relativity interfere with our efforts to help other peoples? The class might develop a generalization such as this: "Foreign aid programs depend for their success on an understanding of the ideological, political and social systems of the society being helped." 5. Divide the class into 5 groups. Have each group research one of the following areas to find out how an anthropologist can be of practical help in solving problems. Reports should include actual examples. crime solving military uses technical aid programs medicine industrial uses 6. Invite an anthropologist to speak with the class about current anthropological contributions to society. 7. Have interested students investigate the controversial issue of man and aggression: environment (or culture) vs. heredity.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Students could debate the opposing theories in response to the question, Is man instinctively aggressive? They should consult the works of Desmond Morris, Konrad Lorenz, Robert Ardrey, Ashley Montagu. Able students could prepare a debate on the topic. Ask: Is man's propensity to wars instinctive or is it a habit we we have acquired from our cultures?
		8. Reproduce segments of the article, "Body Ritual Among the Nacirema" (American Anthropologist, 1956; 58:503-7). Have the class read it and discuss the culture. Nacirema is American spelled backwards. Another article, "The Mysterious Fall of the Nacirema," may be used also. It tells of the fall of the culture because of its insistence on altering nature to suit its own desired. (Natural History, December, 1972) Both articles are parodies on American culture.
WHY ANTHROPOLOGY?	B. The student will evaluate the importance of anthropology in helping to solve problems in the modern world.	1. A topic for discussion or a critical essay: Do anthropologists only produce exotic or funny facts which have nothing to do with here and now? 2. Have a panel of students debate or discuss, "Designing culture by experts." They should have time to prepare information on the controversial question of using anthropology to control human behavior.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Some students may use the "relative-ness" of cultural norms as an excuse for not conforming to any rules at all. As Kluckhohn says, "If the Bubabuga do it, why can't we?" Discuss with students the question, "If what is 'right' in one culture is taboo in another, why conform to the norms of our own society?" This could also be used as an essay question to evaluate whether students grasped the real purposes for culture. 4. Divide the class into small groups and have each group attempt to write a list of 2 or 3 items on an "Anthropologist's code of ethics." In other words, what should a cultural anthropologist be working toward? Collate and form a class list. Some sample items: a. The anthropologist should work to prevent friction and violence in human relations. b. The anthropologist should work to preserve the rights of administered groups. c. The anthropologist should try to save lives. d. The anthropologist should aid in establishing peaceful relations between peoples. e. The anthropologist should uphold the dignity of all cultures.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Have students attempt to write an anthropological review of United States culture. A useful teacher's guide is Chapter 9 of Mirror for Man, "An Anthropologist Looks at the U.S." Using their essays, students (as a class or in small groups first and then as a class) might try to list 10 significant hypotheses that an anthropologist would submit to provide a "sketch" of United States culture. 6. Have each student write an essay summarizing what he has learned about the value of (1) studying anthropology and (2) anthropology in making a better world.

APPENDIX A

Mirror of Man, Chapter 1 Quotes

Anthropology provides a scientific basis for dealing with the crucial dilemma of the world today.

Because of its breadth, the variety of its methods, and its mediating position, anthropology is sure to play a central role in the integration of the human sciences.

Present-day anthropology, then, cannot pretend to be the whole study of man, though perhaps it comes closer than any other branch of science.

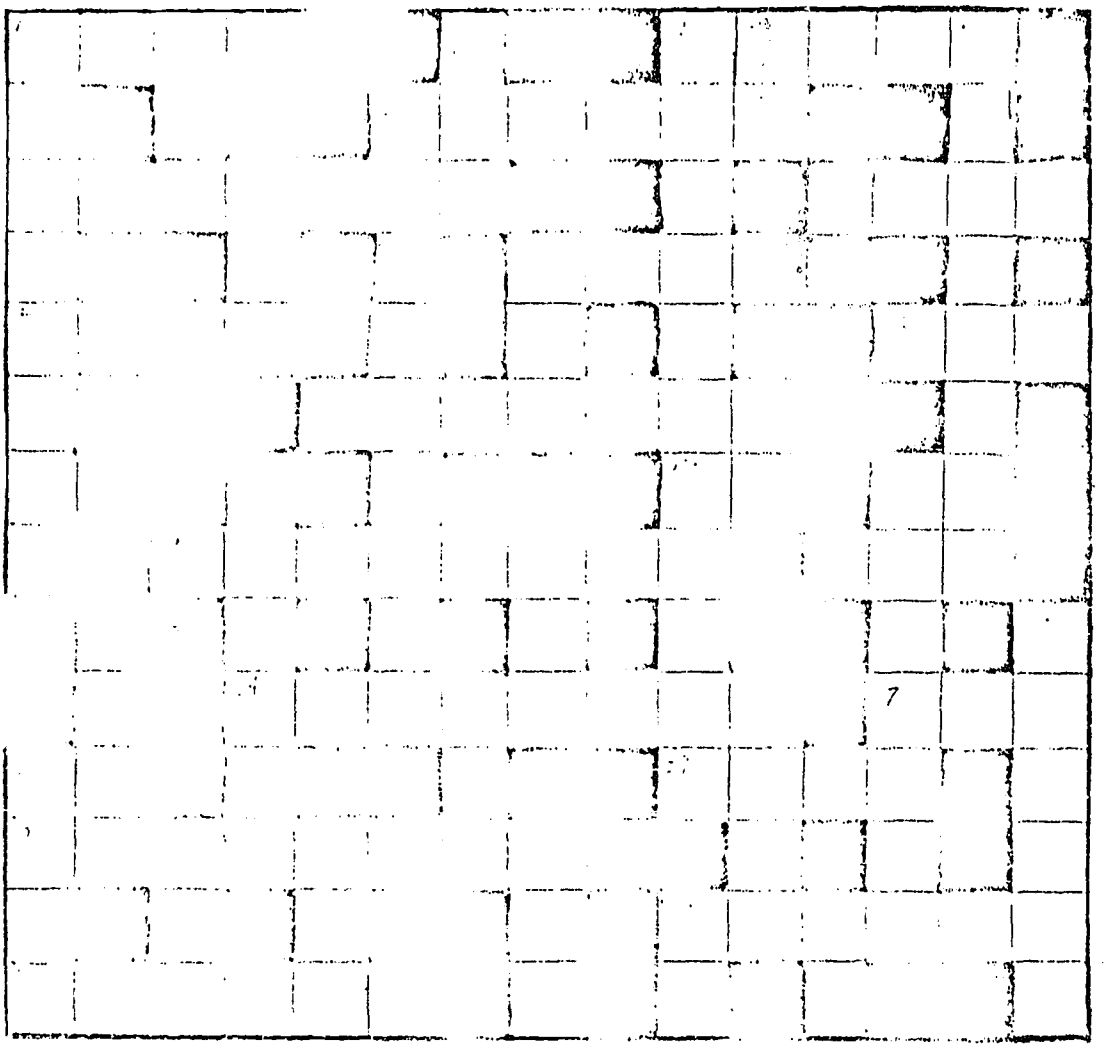
Anthropology is something more than brooding over skulls or hunting for "the missing link," and it has a greater usefulness than providing means to tell one's friends from apes.

An anthropologist is a person who is crazy enough to study his fellow man.

Studying primitives enables us to see ourselves better.

APPENDIX B

ANTHROPOLOGY: CROSSWORD PUZZLE



ACROSS

1. Man
4. Work
7. Scientist who originated idea of evolution
8. A dark pigment in skin
10. Prefix meaning many, as in _____gyny
11. Explanation of the supernatural in many primitive societies
12. Some anthropologists say this feeling is a cultural universal
13. Some societies base status on this feature
14. Nation in Western Europe
15. Opposite of stop
17. Abbreviation for state
18. Negative
19. Physical remains of past cultures
21. They dominate in a patriarchalistic society
21. Branch of biology that deals with heredity
27. Messenger unit carrying information from chromosomes to the cell in heredity
28. Affectionate term for mother
29. 'of the Chinese culture' - a combining form
30. Study of comparative cultures
34. "Father" of genetics
36. Method for determining the age of fossils: carbon _____

DOWN

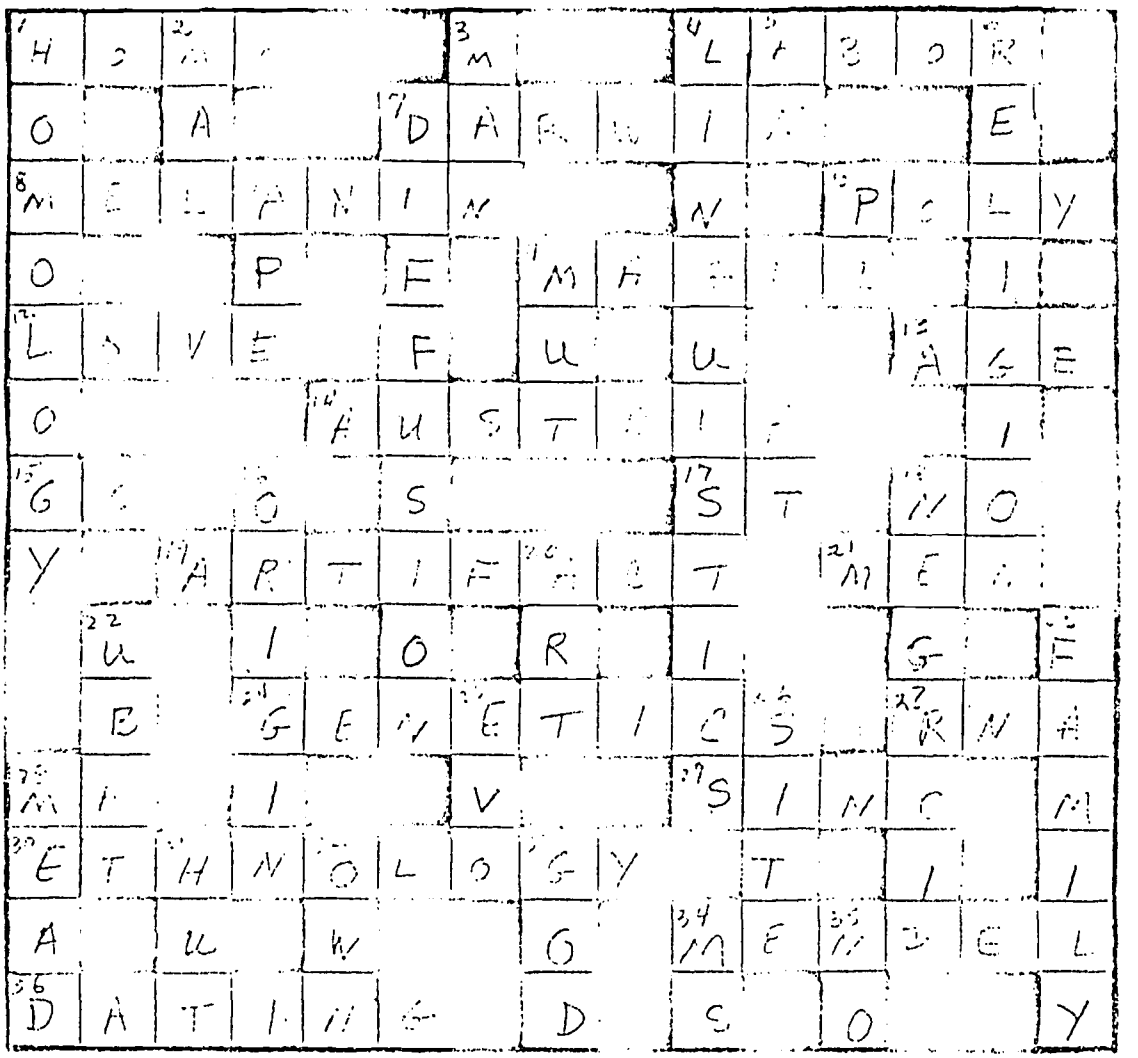
1. Organ with a similar origin though not necessarily function
2. Spanish word for bad
3. Principal subject of anthropological research

DOWN

6. Ideology which includes a belief in a divine or superhuman power
7. Word to describe the process of cultures meeting and intermingling with other cultures
9. A primate related to man
10. Abbreviation for Per cent: ____ ____t
11. Genetic rearrangement: __ __ __ ation
16. Book that stated the concept of evolution: _____ of Species
18. One of the races of mankind
20. All cultures have a way to express themselves esthetically, called __ __ __
22. A sacred prohibition (spelled backward)
23. A basic social unit in most cultures
25. First three letters of word describing how man and other animals developed
26. A place being investigated by an archaeologist
28. A famous living female American anthropologist
31. A roughly-made shelter, usually small
32. To possess. Not all cultures include the right to __ __ __ property
33. Supernatural being, a part of the ideological systems of many cultures, though given many names
34. Modern title for woman

APPENDIX B

ANTHROPOLOGY: CROSSWORD PUZZLE KEY



MATERIALS

Recommended Basic Textual and Other Materials:

1. Cover, Lois Brauer. Anthropology for Our Times. New York: Oxford Book Company, 1971. (available in both hardback and paper - State Adopted)
2. Cutler, Charles, et al., ed. Anthropology in Today's World: Case Studies of People and Cultures. Middletown, Connecticut: American Education Publications. (paperback unit book)
3. Kluckhohn, Clyde. Mirror for Man: A Survey of Human Behavior and Social Attitudes. Greenwich, Connecticut: Fawcett Publications, 1967. (paper)
 (This book is excellent material for teacher self-preparation. Several copies should be available in the classroom.)

Alternate Student and Class Materials:

Textual

1. Salzmann, Zdenek. Anthropology. New York: Harcourt, Brace, Jovanovich, Inc., 1973. (State Adopted)
2. Maranda, Pierre. Introduction to Anthropology: A Self Guide. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.
3. Anderson, Robert T. Anthropology: A Perspective on Man. Wadsworth Publishing Company, Inc., 1972.
4. The Foundations of Modern Anthropology Series. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.: (hardbound and paper)

 Krader, Formation of the State, 1968.
 Service, The Hunters, 1966.
 Wolfe, Peasants, 1966.
 Brace, The Stages of Human Evolution, 1967.
 Sahlins, Tribesmen, 1968.

5. Anthropology Curriculum Study Project, Patterns in Human History Series. Chicago: MacMillan, 1971 (This important multi media program has been used as the basis for other quinmester courses related to anthropology. It approaches the study of anthropology from an inquiry base. State Adopted)

MATERIALS (continued)

6. Pelto. Pertti. The Study of Anthropology. Social Science Seminar Series. Columbus, Ohio: Charles E. Merrill Books, Inc., 1965. (paper)
 (This book is an important teacher resource and is also useful in multiple classroom copies.)
7. Benedict, Ruth and Weltfish, Gene. The Races of Mankind. New York: Public Affairs pamphlet, 1951.

Audio-Visual

1. Films

Archaeologists at Work	1-11036
Museum Man	1-11049
History of Writing	1-31329
Life of a Primitive People	1-12104
Writing Through the Ages	1-04024
Pictographs	1-01146
Major Religions of the World	1-13416
The Calendar: The Story of Its Development	1-01709
Man and His Culture	1-11037
Prehistoric Times	1-01992
Primitive Man in Our World	1-12914
Story of Prehistoric Man	1-02181
Anthropology: A Study of People	1-14226

2. Super 8mm Films

 Geography of Africa. New York: Eye Gate House. (40 loop films with study guides)

3. Transparencies

 Prehistoric Man. Milliken Publishing Company.

4. Filmstrips

 Stoneage People of Today. Time-Life Filmstrip.

MATERIALS (continued)

Supplemental Pupil Resources:

1. Ardrey, Robert. Territorial Imperative. New York: Atheneum, 1966.
2. Baldwin, George C. The Riddle of the Past: How Archaeological Detectives Solve Prehistoric Puzzles. New York: W.E. Norton and Company, 1965.
3. _____, The World of Prehistory: The Story of Man's Beginnings. New York: G.P. Putnam's Sons. 1963.
4. Benedict, Ruth. Patterns of Cultures. Boston: Houghton Mifflin, 1959.
5. Bohannan, Paul. Africa and Africans. Garden City, New York: Natural History Press, 1964.
6. Brennan, Louis A. The Buried Treasure of Archaeology. New York: Random House, 1964.
7. Clymer, Eleanor. The Case of the Missing Link. New York: Basic Books, Inc., 1962.
8. Coon, Carleton S. The Story of Man. Knopf, 1958.
9. Deetz, James. Invitation to Archaeology. Garden City, New York: American Museum of Science Books, 1967.
10. Goldschmidt, Walter, ed. Exploring the Ways of Mankind. New York: Holt, Rinehart, and Winston, 1960.
11. Hays, H.R. From Ape to Angel: An Informal History of Social Anthropology. New York: G.P. Putnam's Sons, 1964. (Lives of eminent anthropologists)
12. Hoebel, E. Adamson. Man in the Primitive World. New York: McGraw-Hill Book Company, 1958. (elementary college text)
13. _____, The Cheyennes, Indians of the Great Plains. New York: Holt, Rinehart, and Winston, 1960. (paperback)
14. Honigmann, John J. Understanding Culture. Harper and Row, 1962.
15. Howells, William. The Heathens: Primitive Man and His Religions. Doubleday Anchor Books, 1962.
16. Huxley, Matthew and Capa, Cornell. Farewell to Eden. Harper and Row, 1964. (Life of primitive Amahuacan Indians living in Peruvian highlands.)
17. Jennings, Jesse D. and Hoebel. Readings in Anthropology. New York: McGraw Hill Book Company, 1966.
18. Kardiner, Abram and Preble, Edward. They Studied Man. Cleveland: World Publishing Company, 1961.
19. Kluckhohn, Clyde. Mirror for Man. New York: McGraw Hill Book Company, 1949. (available in paperback - Fawcett Premier Book, Fawcett Publications, Greenwich, Connecticut)
20. Kuper, Hilda. The Swazi, A South African Kingdom. New York: Holt, Rinehart and Winston, 1964.
21. Leakey, L.S.B. Adam's Ancestors. New York: Harper Torchbooks, 1963. (paperback)

MATERIALS (continued)

22. Lewis, Oscar. Tepoztlan, Village in Mexico. New York: Holt, Rinehart and Winston, 1960.
23. Editors of Life. The Epic of Man. Time, Inc., 1961. (beautiful illustrations)
24. Linton, Ralph. The Tree of Culture. New York: Vintage Books, 1959. (paperback)
25. Lisitzky, Gene. Four Ways of Being Human. Viking Press. (paperback)
26. Madsen, William. The Mexican-Americans of South Texas. New York: Holt, Rinehart and Winston, 1964.
27. Mead, Margaret. Anthropology, A Human Science. D. Van Nostrand Company, Inc., 1964.
28. Morris, Desmond. The Naked Ape. New York: McGraw Hill, 1967.
29. Mead, Margaret. People and Places. New York: Bantam, 1963.
30. Oliver, Douglas. Invitation to Anthropology. Garden City, New York: American Museum of Science Books, The Natural History Press, 1964. (paperback)
31. Paton, Alan. Cry the Beloved Country. New York: Charles Scribner's Sons, 1948. (paperback) (fiction - a novel of South Africa)
32. Queen, Stuart A. and Habenstein, R.W. The Family in Various Cultures. Lippincott, 1967.
33. Spindler, George D., Ed. Being an Anthropologist. New York: Holt, Rinehart and Winston, 1970. (essays by anthropologists on their field work)
34. Steichen, Edward. The Family of Man. New York: Maco Magazine Corporation, 1955.
35. Suggs, Robert C. Modern Discoveries in Archaeology. New York: Thomas Y. Crowell Company, 1962.
36. Thomas, Elizabeth Marshall. The Harmless People. Knopf, 1965. (deals with Bushmen of South Africa)

Supplemental Teacher Resources:

1. Pelto, Pertti J. The Study of Anthropology. Columbus, Ohio: Charles E. Merrill Publishing Company, 1965. (paperback) (In addition to being an excellent survey of modern anthropology, the last chapter centers on suggested teaching methods.)
2. Deetz, James. Invitation to Archaeology. Garden City, New York: Natural History Press, 1967. (Useful, concise guide for teacher or students.)
3. Oliver, Douglas. Invitation to Anthropology. Garden City, New York: The Natural History Press, 1964.

MATERIALS (continued)

4. Kluckhohn, Clyde. Mirror for Man. Greenwich, Connecticut: Fawcett Premier Publications, 1967. (A must resource for the teacher of anthropology who is not himself an anthropologist or anthropology major.)
5. Barnouw, Victor. An Introduction to Anthropology. Homewood, Illinois: The Dorsey Press, 1971. (Available in 2 paperback volumes. An introductory college textbook.)
6. Teacher's Guide for The Shaping of Western Society. (or, A New History of the United States) New York: Holt Rinehart and Winston. (State Adopted)
7. Quinmester Courses of Study, Dade County Public Schools, Miami, Florida:

American Culture
Introduction to Archaeology
Race Relations in Today's World
Advanced Techniques in the Social Studies
Primitive Societies (junior high level)
Comparative World Religions (junior high level)
The People of Dade County (junior high level)
Dawn: The Birth of Selected Civilizations (junior high level)
The American Indian (junior high level)
Tribes and Nations: Emerging Africa (junior high level)